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ABSTRACT

This directory to activities, organizations, careers, and studies for individuals and groups who are interested in promoting world peace contains ten sections on means and ways to contribute toward world order: 1) presents ideas that stimulate thinking and research on war, peace, and the challenge of peace; 2) suggests some existing world peace careers; 3) deals with new developing careers for peace; 4) lists sixty-five volunteer and service organizations working for peace; 5) describes studies, research, and information; and, moreover, gives ideas of what each individual can do for world peace; 6) lists a number of colleges offering peace studies programs; 7) mentions factors of conflict resolution, and provides a few ideas on how to make conflict resolution an effective aspect of school programs; 8) deals with the importance of developing new values and life purposes; 9) gives information and title of books (written for various grade levels in school) about the lives of great peace workers; and 10) presents a bibliography containing eighty-three citations. (SJM)

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Final Report

Project No. 1-E-070

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New World Teaching and Guidance Project

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Kent, Ohio

April 25, 1972

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PEACE IN ACTION

A Directory of Activities, Organizations, Careers, and Studies for the Promotion of World Peace

January 1972

SECTIONS

		PAGE
I.	Background	1
II.	Careers for Peace in Present Occupations	5
III.	New Careers	11
IV.	Voluntary and Service Organizations and Opportunities	14
V.	Studies, Research and Information	17
VI.	Educational Opportunities	20
VII.	Conflict Resolution	25
VIII.	Life Purpose	27
IX.	Lives for Peace	29
X.	Bibliography	32

SECTION I

Background

Modern war is threatening to destroy mankind. With single weapons now that can kill 15 million at one blow, the end of all mankind becomes increasingly possible. More and more informed persons are becoming greatly concerned.

Our youth in high school and college are becoming increasingly aware of this danger. In a recent opinion survey involving several hundred high school and college students, about 80 percent agreed with the statement that, "Modern war threatens to destroy mankind." Half agreed strongly.

Young people want to help build a better world and to get rid of war. Ninety percent in the survey disagreed with the statement that, "Young people are not interested in trying to get rid of war." About 70 percent disagreed strongly. Almost 90 percent agreed with the statement that, "Young people need help in finding out what they can do to help get rid of war." Fifty percent agreed with this "strongly."

Present information gives very little place to world peace or great world needs in occupational planning. Admittedly it is an area with great need and few immediate jobs. Wrenn in Chapter 2 in Man in a World of Work (81)* is one of the few references which defines vocation as a sense of *life purpose* or mission. Income, security, satisfaction and status are the only major factors now considered in career planning. Many youth want to help build a better and safer world, and they *must* be helped to face great world issues such as war and peace so that they can plan in some way to help build a world without war.

In 1970, the nations of the world spent over 200 billion dollars on war. The United States spent about 1/3 of this (about $350 for every man, woman and child in the U.S.A.). This comes to over $1,000 per year for every family. Looking these facts in the face, it becomes clear that the U.S.A. and the whole world will never have adequate financial support for schools as long as this trend continues.

In the present crisis of the financial support of education in the U.S.A., few realize that a major factor here is the unbelievably great waste of the national war systems.

*All numbers refer to the bibliography in Section X which is listed alphabetically by author.

In order to understand the problems in developing world peace much more research needs to be done on what is war and what is peace. Hopefully, here are some ideas to stimulate such thinking and research.

War

War is a state of affairs involving uncertainty, challenge, differing opinions, with violence that is sanctioned. It is jealousy and envy in a situation of misunderstanding. War is a simplification of a complex situation by taking up sides, believing in one; distrusting the other. It is easier just to "go to war."

Power in war is honored. Energies are used to accept the uncomfortable position of pain and death. They are directed into a subconscious or conscious hate for an enemy. War means believing the worst possible about the enemy, and this justifies the worst possible in oneself. War is a negative cooperation unto death for many or all. Man's failures are the only concern to which attention is paid. These are held up and no cooperative solutions of common problems are seen. In war, the belief is that man is the helpless pawn of fate, that he cannot change, that he is a mere clod before the vast machinery of evolution. He does not have the power to redirect his energies.

War is the belief that war is inevitable due to the opinion that man is and always has been warlike. Does this belief explain the reason war exists? Or, is war a *means*, a major one, to meet man's deep need to belong, to feel worthy, to have interesting and exciting experiences which transcend the daily boredom? Is not war the result of unemployed or underemployed standing armies? War is a way to feel needed and to feel a part. It is a way to bring people together. Is there another way to accomplish this?

Research supports the belief that the greater the preparation for war, the more likely it is to occur. War is the death of mankind and probably of all life on earth if the nations continue the present pattern of spending vast resources for more and more powerful means to kill more and more people.

Individual, group, and national pride are clutched in order to preserve the sense of security man thinks he has. Doing so means narrow, uncooperative attitudes building friction with others and resulting in insecurity and complete distrust. War is fear. Fear of accepting oneself and fear in seeing any other self, for in doing so, we may change. We may have to give up something in order to gain. This involves choice. Is man unable to have this ability? War is this belief. War is not intensely living. It is an escape from meeting such a challenge.

Peace

Peace is a state of affairs involving mystery, uncertainty, challenge, differing opinions, and realization of conflict, but actions which go beyond violence to avoid bloodshed. Peace does not mean the negation of pain or sorrow. These are present yet exist in an atmosphere of trust. It is a much more difficult way to solve problems.

Basic understanding of power and its limitations is needed. This is difficult since it must be realized by all that there are more than two sides to any situation. A delicate balancing must result from this understanding about the many energies which do interact within and among societies. Peace is the United Nations, no longer starved for support. It does involve an order and world rule of law within which conflict and great world problems can be seen and dealt with by individuals, groups, and nations in a way in which they can move into positive cooperative action.

Peace is a positive regard for others in order to allow the creation of satisfying, helpful, cooperative, transcending experiences in families, neighborhoods, cities, nations, and world. There is, in peace, the willingness of all to give and sacrifice more for non-deadly solutions of the world problems as is given to deadly solutions. Peace is paying adequate attention to man's many great achievements through mutual respect, and through the cooperative solutions of common problems between actual or potential armies.

To find a common ground means searching for and clarifying the problems, needs, tasks, and activities of actual or potential enemies. This is work. This is dialogue and collaboration. It may mean giving up certain independent characteristics of strength, but acquiring interdependent bonds of strength. It means giving more effort, time and resources to create peaceful solutions to international problems than is given to military solutions. Peace is the belief that war is not inevitable, but that war is the direct result of man's individual and cultural choices. Yet, choice, man's greatest attribute, is power which can be used to transform the military into a body that can help work on great humane projects.

Peace is a way of life which involves the ability to transform the vast energies we have into creativity, cooperation, loving, and living. It is not easy. It is not utopia, it is intense life. This is the greatest challenge of all.

The Challenge

This Directory is only a start and hopefully will be the basis for a whole series of developments, studies, and

publications in these areas. One major difficulty lies in the fact that many new careers must be created as we move into a warless world. Careers like resolving conflicts, working in international law, helping enemies to understand each other, organizing for peace activities, participating and managing a world peace, are only a few of the great needs for the next 30 years if the fearful danger and waste of war are to be reduced.

There are a few careers now for world peace, and these will be dealt with in Section II. There are various careers which need to be developed. These will be dealt with in Section III.

Various sections will deal with what a person can do and what persons are now doing for world peace in certain occupations. In almost every occupational area there are individuals and groups working for peace. Thus a student interested in law, medicine, or the ministry can find persons and groups now actively working for peace.

SECTION II

Careers for Peace in Present Occupations

Basic to this whole approach is the firm belief that any person truly interested in world peace can find things to do for peace, many times in the occupation in which he is regularly employed. These are the occupations described in the Occupational Outlook Handbook and similar sources.

The next section in this book, Section III, will deal with "New Careers" for world peace. Actually it is almost impossible to make any clear distinctions. In some cases the placement will be quite arbitrary.

This section will not go into detail but will give sources through which the interested student or counselor can get further information.

This list is in no sense complete. In fact it is merely a start. Students interested in peace and in other occupations can talk with peace workers in the community and ask about persons working for peace in the occupations in which they are interested.

1. Social Studies Teacher.

The study of war and peace belongs in this area although teachers in other areas will deal with it also. Students interested in working for peace through this field can do several things: a) Talk to one of their social studies teachers about it b) Look up Social Education, Jan. 1, 1970 issue on "International Relations." The social studies teacher may have a copy. An excellent source is the book by James Becker (2). Also very good on this topic is "Education on War, Peace, Conflict and Change," Vol. 12 Fall 1970 of Intercom (18), (see also page 11).

Another excellent small book for social studies teachers in elementary school is Peace Is You and Me by Florence Weiner (77). It contains children's writings and paintings on love and peace.

2. Law.

Lawyers can deal with the problem of world peace in various ways. Law is a means of conflict resolution and is a major means of solving problems between individuals and groups.

Lawyers sometimes go into local, state or national political activity. Here especially at the national level is great opportunity to work for peace.

Students interested in this area should write to The American Civil Liberties Union, 156 Fifth Avenue, New York, New York 10010.

3. Ministry.

More and more ministers and priests are becoming deeply concerned and active for world peace. An increasing number feel that war does not fit in with the teachings of Christ. Two sources are recommended for interested students:

Council on Religion and International Affairs, 170 East 611th Street, New York, New York 10021 and the National Council of Churches of Christ in U.S.A., 475 Riverside Drive, New York, New York 10027.

4. Agriculture.

The production and adequate distribution of food is one of the world's present great problems. Solving it is essential for world peace. Students interested in agriculture and world peace should write for information to: Farmers and World Affairs, 1201 Chestnut Street, Philadelphia, Pennsylvania 19107 (see also page 9).

5. Work in the News Media, Newspapers, TV, Radio and Journalism.

There is real reason to believe that the present turn against war; 70% of persons in U.S.A. questioning the Viet Nam War; has been the result largely of accurate reporting of the war through various media. A student can watch various papers and programs and note the persons or groups doing positive peace work and then write to them or see them (see page 9).

6. Business.

In many communities some business men are joining organizations for peace because of a growing feeling not only of the danger and waste of war but that the war system is neither good for business nor for the people in the poorer parts of the world. Students interested in business as a career and in world peace should write for further information to: Business Executives Move for Peace, 201 Massachusetts Avenue, N.E., Washington, D.C. 20002.

7. Medical Profession.

The need for improved health is great over nearly the whole world. Many feel that health services can be improved in U.S.A. Section IX refers to the excellent work of Dr. Turpin.

8. Science.

Students interested in any one of various science areas could write to the "Society" mentioned here. Many in science are becoming interested and active on pollution and conservation of natural resources which are both becoming world wide problems.

Society for Scientists for Social Responsibility in Science, 221 Rock Hill Road, Bala-Cynwyd, Pennsylvania 19004.

9. Automation and Computers.

There is growing concern as to what the increased automation is doing to our world and especially how it is increasing greatly the vast potential destructiveness of war. "Computer People for Peace" is a group listed who are becoming aware of these dangers and trying to work to peaceful solutions (see page 9). Interested students should write them.

10. Organized Sports, Athletics, Coaching.

Observation of the front and sports pages over the last few years show this very interesting contrast.

On the front page would be stories of communists and capitalists killing each other in war, but then on the sports pages would be stories of capitalists and communists playing soccer or hockey in the Olympics. Some feel that international table-tennis was one of the first major moves toward active contact between China and U.S.A.

Athletics can be a major outlet by providing competition under rules which protect and also respect the opponent or enemy. It may well be that sports meet some of the needs now met by the war system.

11. Political Science.

More and more this area of teaching in college is dealing with international problems that relate to world peace, the United Nations, and other world organizations. It is a field that should be considered by a student planning for college and is interested in peace. Section VII lists colleges with peace programs often closely related to political science.

Regardless of the occupation, the informed sensitive person who is deeply interested in building for world peace will find varied opportunities for making contributions within that occupation. He can also find peace groups like the American Friend Service Group that he can work with and really contribute to the coming of peace.

Following are several organizations within present occupations to which you may write. Not all of these organizations have been discussed.

SECTION II

Careers for Peace in Present Occupations

Agriculture:
Food and Agriculture Organization of the United Nations
Liaison Office for North America
1325 C Street, SW
Washington, D.C. 20437

Heifer Project
P. O. Box 808
Little Rock, Arkansas 72203
501-376-6836
contact: Mr. Gerald E. Connolly

Broadcasting/Communications:
Television Information Office
(of the National Association of Broadcasters)
745 Fifth Avenue
New York, New York 10022
212- Plaza 9-6800
contact: Mr. James Poteat, Librarian

Computer Careers:
Computer People for Peace
The Dolphin Center
137A West 14th Street
New York, New York 10014
212-924-0894

International Concerns:
The Asia Society
112 East 64th Street
New York, New York 10021
212- Plaza 1-4210
researchers, linguists, educators

Department of State, USA
Washington, D.C. 20520
foreign service, international affairs, policies of State

The Experiment in International Living / School for International Training
Putney, Vermont 05346
802-387-5544

Peace Education with Children, American
Friends Service Committee
160 North 15th Street
Philadelphia, Pennsylvania 19102

Law:

American Civil Liberties Union
156 Fifth Avenue
New York, New York 10010

Law Students Civil Rights
Research Council
156 Fifth Avenue
New York, New York 10010

Southern Poverty Law Center
Washington Building
Montgomery, Alabama 36103

"Students with Lawyers" through
Oregon Student Public Interest Research Group
or Citizens Action Law Advocates at University of Calif.
in Berkeley
or
MPIRG at the University of Minnesota

Medicine·
Nurse Activist article in
Imprint, Vol. IVIII #2 March-April 1971
"Where Is the Nurse Activist" by Andrew Sparber

Project Hope
People to People Health Foundation, Inc.
2233 Wisconsin Avenue, N.W.
Washington, D.C. 20007
contact: Mr. Anson B. Campbell, Director of
Information Services

Science/Consumer:
Society for Social Responsibility in Science
221 Rock Hill Road
Bala-Cynwyd, Pennsylvania 19004

Careers within Organizations:
International Council for Educational Development
522 Fifth Avenue
New York, New York 10036

Jane Addams Peace Association, Inc.
345 East 46th Street
New York, New York 10017

Save the Children Federation, Inc.
Boston Post Road
Norwalk, Connecticut 06852
203-847-4524
members of various careers are on their board of directors

Social Science:
Western Behavioral Science Institute
1121 Torrey Pines Road
Lajolla, California 92037

Teaching:
National Council for the Social Studies
Department of the National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

World Law Fund
11 West 42nd Street
New York, New York 10036
212- WI 7- 2190

Diablo Valley Education Project In-Service Teacher Training
50 Vashell Way
Orinda, California 94563
415-254-1055

SECTION III

Careers for Peace - New Careers

Our world is in a period of such very rapid change that it is hard to define with any accuracy what will be the new career patterns as they develop over the next 20 to 30 years. However, if we are going to move toward world peace it is clear that certain major developments must take place such as these.

We must reduce the over 200 billion dollars a year now given to war, which provides careers for millions of people. There is real basis for the fear that the more we prepare for war the more we will have war. In the same way prospects for peace will increase as more and more money and people become involved in "activities, studies, and careers" for world peace.

This Section III will deal with new developing or needed careers for peace. Many of these must almost literally be created out of the new. Peace keeping is a complex function and skilled, trained manpower is greatly needed.

Many persons, especially youth, must dedicate their lives and efforts to help create these new careers.

There are so many developments in this area of world cooperation that it is impossible to cover in this small volume more than a very small percentage of the significant careers moving toward world cooperation and peace. As a result, four developing career areas are touched and then instead of listing more careers we will list four books that cover this area rather well and "should" be available to interested students either in the library or in the counselor's office.

1. Peace Organizers.

In nearly all communities of any size there are now at least one and often several peace action groups which have full time leaders or directors. The outstanding example at this time is the American Friends Service Committee, although there are many other groups like Sane, and Common Cause, some of which are listed under Section IV-Voluntary and Service Organizations. These groups are nearly all hampered by lack of funds which of course must come from voluntary contributions instead of compulsory taxes as is provided for the war system.

Students interested in this type of work should contact or write to AFSC or others listed in IV.

2. Work with and for the United Nations.

Students can write to the U.N.A. of the U.S.A., U.S. Committee of U.N.I.C.E.F., or Vista for further information. These are listed in Section IV.

The United Nations is extremely important for world peace. It is slowly expanding its staff and needs experts in various areas.

3. Peace Research.

Started by Ted Lentz about 10 years ago, Peace Research now is world-wide and is having an increased influence on international affairs. For able students who are deeply interested in peace this is a promising field and will expand. It will call for college and graduate work in sociology or political science; although the Newcombe's (51) who started the Canadian Peace Research Institute were Ph.D.'s in Chemistry who became more and more concerned about peace and found friends who would help organize and support the Research Institute. Several periodicals from all over the world are now being published in this area. (See University of Penn., page 19).

4. The International Educator.

Section VII lists a good number of colleges who are just starting their peace studies programs. This is being done by persons from various areas such as history, education, and political science. As interested in one world grows, international educators will become more common and peace departments will likely become one of the regular departments in most colleges and universities. These persons will be specialists in education, world peace, and conflict resolution.

This career is essential as we move toward one world. Some will specialize in undergraduate education, some in high school, some in elementary and preschool because the basic values, attitudes and informations necessary to the new world view are based on experiences and education from early childhood. One good source of materials on international education is the World Law Fund, 11 West 42nd Street, New York, New York 10036. Another good source for information here is the International Council for Educational Development, 522 Fifth Avenue, New York, New York 10036.

5. International Law.

War results from the absence of courts, laws and enforcing agencies. For the United Nations to become fully effective the World Court must be used by the various nations. This will require lawyers who are specialists in international law.

Here are four books which give such comprehensive information in this area, that they are listed fully. The details given in any of these books could not be included here. They are low enough in cost that schools should be able to secure them.

a) Your Future in International Service by Robert Calvert (9). This book describes the Peace Corps, careers with various U.S. Agencies, with private group, and the U.N. It includes teaching abroad and how to get ready. It is an essential book in this area.

b) "Careers in World Affairs," Vol. 12, No. 2, 1970 - Intercom (10). It emphasizes working for the U.S. Government, the United Nations and other international groups, foreign governments, private, religious, and business groups. It contains an enormous amount of information.

c) Pathways to Peace (5) written by Russel Brackett, 1965. This book is quite readable. It emphasizes constantly "what you can do," as well as various groups and organizations working in the field.

d) To End War (55) by Robert Pickus and Robert Woito, 1970. This book is very comprehensive with extensive bibliographies. While there is a chapter on action and what to do, it is more a comprehensive study guide. It is essential for anyone who wants to make world peace a continual life study. It suggests many activities, studies and careers.

SECTION IV

Voluntary and Service Organizations

Anyone interested in peace can find a place to both further his interest and put that concern to work. By involvement and participation with others the hope can become reality. The following Volunteer and Service Organizations are joined by those who have peace in mind, working for it through various means. These organizations are doing something. They can give out information, direct others, and provide a way by which you can work for peace and world understanding. Write and find out. Besides the information here get the Directory of Service Organizations (13).

A. Ad Hoc Committee for Introducing Peace-Related Material at the Secondary School Level
c/o Nathaniel F. Glidden
4977 Henry Hudson Parkway
Riverdale, New York 10471

B. Jane Addams Peace Assoc., Inc.
345 East 46th Street
New York, New York 10017

C. American Field Service International Scholarships
313 East 43 Street
New York, New York 10017

D. American Freedom from Hunger Foundation
1717 H Street N.W.
Washington, D.C. 20006

E. American Friends Service Comm.
160 North 15 Street
Philadelphia, Penn. 19102
(regional offices all over the country)

F. American Friends Service Comm.
1424 16th Street, N.W.
Washington, D.C. 20036
(regional offices all over the country)

G. Americans for Peace
South Point Plaza
Lansing, Michigan 48910

H. AMIGOS
Dr. William Brinker
1480 Merrill
Kent, Ohio 44240

I. Another Mother for Peace
407 North Maple
Beverly Hills,
Calif. 90210

J. Boy Scouts of America
New Brunswick, New Jersey 08903

K. Catholic Relief Services
United States Catholic Conference, Inc.
350 Fifth Avenue
New York, New York 10001

L. Center for Social Educ.
Graduate School of Educ.
Rutgers University
New Brunswick, New Jersey 08903

M. Clergy and Laymen Concerned about Vietnam
475 Riverside Drive
New York, New York 10027

N. Cleveland Council on World Affairs
601 Rockwell Avenue
Cleveland, Ohio 44114

O. Common Cause
2100 M Street N.W.
Washington, D.C. 20037

P. Division of World Justice and Peace
1312 Massachusetts Ave, NW
Washington, D.C. 20005

Q. Experiment in International Living
Putney, Vermont 05346

R. Federation of American Scientists
203 C Street, N.E.
Washington, D.C. 20002

S. Fellowship of Reconciliation
Box 271
Nyack, New York 10960

T. Friends Committee on National Legislation
245 Second Street, N.E.
Washington, D.C. 20002

U. Friends General Conference Religious Education Committee
1520 Race Street
Philadelphia, Penn. 19102

V. Friends Peace Committee
1515 Cherry Street
Philadelphia, Penn. 19102

W. 4-H National 4-H Club Found.
7100 Connecticut Avenue
Washington, D.C. 20015

X. Foster Parents' Plan, Inc.
352 Park Avenue, S.
New York, New York 10010

Y. Girl Scouts of America
830 Third Avenue
New York, New York 10022

Z. Heifer Project, Inc.
1720 Chouteau Avenue
St. Louis, Missouri 63103

AA. High School Student Information Center
ALSO HOUSES FPS, the High School Underground Press Service.
Contact 3210 Grace St, NW
Washington, D.C. 20007

BB. International Friendship League
40 Mt. Vernon Street
Beacon Hill
Boston, Mass. 02108

CC. International Students
2109 East St., NW
Washington, D.C. 20037

DD. International Voluntary Services
1555 Connecticut Ave., NW
Washington, D.C. 20036

EE. Jane Addams Peace Assoc., Inc.
345 E. 46th St.
New York, New York 10017

FF. Law Students Civil Rights Research Council
156 Fifth Avenue
New York, New York 10010

GG. Poverty Law Center
Washington Building
Montgomery, Alabama 36103
contact: Julian Bond, President

HH. League of Women Voters of the United States
1730 M Street, N.W.
Washington, D.C. 20036

II. Letters Abroad
209 East 58 Street
New York, New York 10022

JJ. Massachusetts Political Action for Peace (PAX)
44 Brattle Street
Cambridge, Mass. 02138

KK. Mennonite Central Comm.
21 South 12th Street
Akron, Penn. 17501

LL. National Assoc. for Foreign Student Affairs
1860 Nineteenth St., N.W.
Washington, D.C. 20009

MM. National Congress of Parents and Teachers
900 North Rush Street
Chicago, Illinois 60611

NN. National Council of Churches of Christ
Room 656 - 475 Riverside Dr.
New York, New York 10027

OO. Nations, Inc.
2428 Hillside Avenue
Berkeley, Calif. 97404

PP. Near East College Assoc., Inc.
305 East 45th Street
New York, New York 10017

QQ. People to People International
2201 Grande Avenue
Kansas City, Missouri 64108

RR. Promoting Enduring Peace
P. O. Box 103
112 Beach Ave.
Woodmont, Connecticut
06460

SS. Sane
245 Second Street, N.E.
Washington, D.C. 20002

TT. Save the Children Federation, Inc.
Boston Post Road
Norwalk, Connecticut 06852

UU. Student Forum of International Order and World Peace
1865 Broadway - 10th Floor
New York, New York 10023

VV. United Nations Association of the United States of America, Model U.N. High School Programs
345 East 46th Street
New York, New York 10017

WW. United States Committee for UNICEF
331 East 38 Street
New York, New York 10016

XX. United States Junior Chamber of Commerce (JAYCEES)
Box 7
Tulsa, Oklahoma 74101

YY. United States Service Committee, Inc.
c/o Sloane House, YMCA
356 West 34 Street
New York, New York 10001

ZZ. United World Federalists USA
2029 K Street, N.W.
Washington, D.C.

AAA. VISTA
833 United Nations Plaza
New York, New York 10017

BBB. Women's International League for Peace and Freedom
1 North 13 Street
Philadelphia, Penn 19103

CCC. Women Strike for Peace
637 West 125 Street
New York, New York 10027

DDD. World Federalists, USA
2029 K Street, N.W.
Washington, D.C. 20006

EEE. World Neighbors
5116 North Portland Ave.
Oklahoma City,
Oklahoma 73112

FFF. World Pen Pals
Univ. of Minnesota
Minneapolis, Minn 55404

GGG. World Without War Council
1514 Northeast 45th St.
Seattle, Wash. 98105

HHH. World Youth Forum
46 East 52 Street
New York, N.Y. 10022

III. Young Men's Christian Assoc. of the USA
291 Broadway
New York, N.Y. 10007

JJJ. Young Women's Christian Assoc. of the USA
600 Lexington Avenue
New York, N.Y. 10022

KKK. Youth for Understanding, Inc.
2015 Washtenaw
Ann Arbor, Mich. 48104

SECTION V

Studies, Research and Information for World Peace

Everyone Can Do Something

While this cannot be fully developed in the Directory it must be stressed that every person can do something for peace.

Various groups in the high school can do things. Recently a Hi-Y Club did a Radio-thon that raised $5,000 for Save the Children Foundation. Marches for hunger have become fairly common.

Everyone can talk to persons working for peace; buy or get books from the library on world peace; and get involved with community peace groups with constructive programs.

What Counselors Can Do

1. Become as fully informed as he can about the constructive peace activities and programs in his own school and community. Get acquainted with the leaders.

2. Talk with social studies teachers about present studies dealing with world peace, what students' questions are, etc.

3. Make available on your shelves or in the library several of the more important books and items mentioned in this directory.

4. When you have a career day, have great world needs considered--pollution, world peace, poverty and get a speaker in some of these areas.

5. Have open discussion in group guidance about war, peace, national security and the draft. Do this primarily to find out what they are thinking and to let students know that they can talk to you about these subjects.

6. Begin to get into your occupational files materials on world peace. Obtain clippings and pamphlets on regular careers which show what some people in that career are doing for peace.

7. Bring life purposes into your group and personal guidance. Write for materials referred to in Section VIII. You might start a discussion by simply asking this question: "Which is more important - to work for a big income or to work to get rid of war?"

8. Encourage activities which help others like tutoring, collecting money for the poor, etc. Peace is helping.

9. Become better informed about world peace. Take one or two good peace periodicals such as:

   a. Intercom and War/Peace Report (18) by Center for War/Peace Studies
   b. Between the Lines - Circulation Dept. Newtown Penn. 18940

10. Try to see the close relationship in the fights between individuals or small groups and wars between nations:
   a. Each side thinks it is completely right and the other completely wrong
   b. Neither will see any good in the other at all

11. Let students know that you will be glad to talk with those who are interested in world peace.

12. Bring in a foreign student to tell of his country.

13. Locate a few students deeply interested in world peace and plan with them to locate information as to what people in different careers are doing for peace. Plan a program with community peace leaders.

14. Get books in the library on the lives of great peace leaders such as Gandhi, Schwitzer, and King (See Section IX). Let students know they are available.

15. Plan a discussion in group guidance on this statement. Read it to them; have them agree or disagree; then discuss: "Young people need help in finding out what they can do to help build for world peace." After this discussion you can tell them this: In one group of 450 high school students, 85 percent agreed. Then ask: "What can be done to help you build for world peace?"

16. Have interested students check what is in the library on world peace and what would be helpful.

17. Toledo high schools have courses on Russian and Chinese history and language. Lakewood Junior High School has courses on understanding and controlling aggression. Are these generally needed? How can we get them?

18. "What Is War?" Some feel strongly that we do not understand war, and that we would soon get rid of it if we really knew what it is. How would a group of students deal with this?

The following list includes some of the organizations involved in studies and research on World Peace.

American Freedom from Hunger Foundation
1717 H Street, NW
Washington, D.C. 20006
202-382-6772
contact: Ms. Kathy Desmond, Education Coordinator

Department of State, U.S.A.
Washington, D.C. 20520

The Field Social Studies Program
Palo Alto, California 94304
"Field Educational Publications, Inc."
2400 Hanover Street

Institute of Nations
2428 Hillside
Berkeley, California 94704
415-843-1270
contact: Mr. Franklyn M. Barnett, Executive Director

League of Women Voters of the United States
1730 M Street, N.W.
Washington, D.C. 20036
202-296-1770
contact: Ms. Judy (Judi) Schulman, Public Relations

Mennonite Central Committee
21 South 12th Street
Akron, Pennsylvania 17501
contact: Ms. Teresa Stucky, Secretary MCC Peace Section

Society for Citizen Education in World Affairs
3300 University Avenue SE
Minneapolis, Minnesota 55414
contact: Mr. William C. Rogers, President

The Christophers
12 East 48th Street
New York, New York 10017

UNICEF Information Center on Children's Cultures
331 East 38th Street
New York, New York 10016
contact: Ms. Anne Pellowski

University of Pennsylvania
Graduate Study in Peace Research
Wharton School
Philadelphia, Pennsylvania 19104

World Federalists, USA
2029 K Street NW
Washington, D.C. 20006
202-659-4191

Peace Research Reviews
25 Dundana Avenue
Dundas, Ontario
Canada

SECTION VI

Educational Opportunities

As the interest in world peace grows, more and more colleges and universities are developing programs of peace studies or some similar programs.

In an Opinion Survey recently, over a third of the high school students expressed an interest in study in this area and 11 percent expressed great interest in this area and a desire "to study it much more and to consider seriously a life interest or career in it."

Until very recently the colleges and universities offered very little specifically related to this area and at most no occupational information. A student who is interested in further study beyond high school in this area can do several things to discover how he can pursue the study of world peace.

A. A student can write to or inquire of the colleges or universities he is considering and frankly ask them this direct question, "Do you have any planned program or series of courses directly related to helping a student understand war and peace and be prepared to enter careers or activities that can directly contribute to world peace?" The Director of Admissions would be an appropriate person to write to or to the President.

B. A student can talk with representatives or students from these schools and ask questions about courses and activities on this area.

C. A student can write to one of the colleges or universities listed below and ask them for descriptions of their programs if he might be interested in going there. This is a list of colleges and universities which now have or are developing programs of courses related to world peace.

This list is not complete but it does contain a good list of promising programs.

1. Center for Peace Studies
   University of Akron
   Akron, Ohio 44304
   They are moving to develop a strong undergraduate certificate program in Peace Studies.

2. Program of Peace Studies
   Colgate University
   Hamilton, New York 13346
   A program of Peace Studies is being offered.

3. Program on Peace Studies
Cornell University
Rand Hall 222
Ithaca, New York 14850
A new promising program is developing.

4. Department of Government
Dartmouth College
Hanover, New Hampshire 03755
They offer various courses on world government.

5. Peace Studies Center
University of Dayton
Dayton, Ohio 45409
They emphasize competencies in peace keeping.

6. Peace Studies Program
Earlham College
Richmond, Indiana 47374
A Peace Studies program is being instituted.

7. Friends World College
Plover Lane, Lloyd Harbor
Huntington, New York 11743
They have a strong Study-Travel Program.

8. Center for Non-Violent Conflict Resolution
Haverford College
Haverford, Pennsylvania 19041
A variety of courses and activities and a strong program in this area are offered.

9. Center for Peaceful Change
North Hall, Kent State University
Kent, Ohio 44240
An interdisciplinary major in developmental peaceful change is being organized.

10. Peace Studies Institute
Manchester College
North Manchester, Indiana 46962
Credit courses are offered for a major in this area on conflict resolution and war and peace.

11. Pacem in Terris Institute
Manhattan College
Bronx, New York 10471
An undergraduate major in peace studies will be offered beginning fall 1972. This seems to be a strong program.

12. Institute for Study of Peace
336 Champion Hall
St. Louis University
St. Louis, Mo. 63103
A rather strong undergraduate certificate program is offered in five areas related to world peace.

13. Conflict Studies Committee
268 Confon Hall
University of Washington
Seattle, Washington 98105

14. Center for Conflict Resolution
420 N. Lake Street
University of Wisconsin
Madison, Wisconsin 53706
A variety of other activities and courses on non-violences and conflict give a strong program.

15. Peace Studies Committee
Department of English
Wisconsin State University
Stevens Point, Wisconsin 54481
They have formally adopted peace studies program.

16. Center for Teaching International Relations
University of Denver
Denver, Colorado 80210

17. Center for Teaching of Problems of War and Peace
College of Education
University of Hawaii
Honolulu, Hawaii 96822

18. Center for the Teaching about War and Peace
Wayne State University
754 University Center
Detroit, Michigan 48202

19. International Christian Youth Exchange, Inc.
777 United Nations Plaza
New York, New York 10017

20. International Council for Educational Development
522 Fifth Avenue
New York, New York 10036

21. International Schools Services
392 Fifth Avenue
New York, New York 10018

22. Institute of Nations - Summer Seminar
2428 Hillside
Berkeley, California 94704

23. Saint Joseph's College
Summer Honors Seminar - Peace and War
Rensselaer, Indiana 47978

D. Below are given a list of professors followed by the name of their institutions. Each of these is teaching or working in this area. A student can write to them about their work and offerings for World Peace if he is interested in that college.

1. A. Nimbark, Adelphi Suffolk College
   Oakdale, New York 11769

2. R. F. Gordon, Antioch College
   Yellow Springs, Ohio 45387

3. Sister Rosemary Flanigan, Avila College
   11901 Wornall Road, Kansas City, Mo. 64145

4. Dennis Livingston, Political Science
   University of California, Dairs, California 95616

5. Elise Boulding, Institute of Behavioral Science
   University of Colorado, Boulder, Colorado 80302

6. Dennis Livingston, Interdisciplinary Studies
   Case Western Reserve University
   Cleveland, Ohio 44106

7. W. W. Kaufman
   Massachusetts Institute of Technology
   Cambridge, Massachusetts 02138

8. R. Gregg Wilfong
   Dept. of Political Science
   Northeastern University
   Boston, Massachusetts 02115

9. Peter Yesne
   Department of Political Science
   Northweastern Illinois State College, Chicago, Ill. 60607

10. Rev. J. J. McGivern, St. John's University
    Jamaica, New York 11431

11. Saul Mendelovitz, Law School
    Rutgers University, New Brunswick, New Jersey

12. J. D. BenDak, Center for Conflict Resolution
    University of Michigan
    Ann Arbor, Michigan 48104

13. H. C. Kelman, Psychology Department
    University of Michigan
    Ann Arbor, Michigan 46106

14. Walter Isard
    Graduate Program in Peace Research
    Wharton School, University of Pennsylvania
    Philadelphia, Pennsylvania 19104

15. Jerome Laulicht, Department of Sociology
University of Pittsburgh
Pittsburgh, Pennsylvania 15213

16. Richard Falk
Princeton University
Princeton, New Jersey 08540

17. Lillian Genser, Center for Teaching about Peace and War
University Center, Wayne State University
Detroit, Michigan 48202
A good source of information about colleges in a broad area around Detroit.

SECTION VII

Conflict Resolution

Conflict has various common elements whether it is a quarrel, a fight between two students in school or even war between two nations: each side thinks that he is right and good and the other side is wrong and bad. Each one perceives the other as evil and these perceptions become so powerful they control behavior. This occurs in quarrels in school and in wars between nations.

In the school the counselor or teacher is often the peacemaker whom both sides respect, who helps each side talk through their feelings and problems and then begin to talk with the other side or the "enemy." Thus many counselors, educators and youth workers resolve conflict by the simple steps as follows: (1) Let each side talk out their feelings fully. (2) Then ask them to come together to hear the other one involved. (3) The third and last step is to find common ground, goals, or acceptances. Often "enemies" become friends. Actually conflict and even war are steps toward cooperation though far too often at first it is negative cooperation.

Effective counselors do this all the time. Something like this happened between U.S.A. and China. We must find more and more ways for this to occur between enemy nations. More and more people and individuals must learn how to do this with "enemies" at all levels and hopefully we will have in the future "specialists" who make this "talking out" their occupations. The U.N. now has some persons doing it but we need many more.

Another major factor in conflict resolution in the school is the fact that there is recognized authority in the principal and other professional personnel to stop fights and to work together toward a just solution to the problems involved. This is the basic principle back of our whole court system - where people can take their conflicts for a hearing and for judgement by a reasonably competent authority.

Counselors and students must realize that war between nations is simply the direct result of the lack of a strong world government or United Nations and a World Court which is respected, used and given power to enforce its decisions. Students must know that we do have a world organization and a World Court but they must also realize that neither one is being used much by the nations, that both have only small budgets, and that few cases of conflict are actually being taken to them. U. Thant, recent head of the United Nations, said that the total cost of the Vietnam war would run the United Nations for 365 years.

To understand conflict, the misperceptions involved, how to resolve them, how to utilize authority in resolving conflict between persons, groups, and nations are some of the greatest problems now facing the whole world. Experts in conflict resolution by various means are greatly needed. One very hopeful item in this area is development of approaches and materials to be used in the classrooms to deal with conflicts which occur there. The DUSO (15), Developing Understanding of Self and Others, is one example. Conflict is a fact in all life and dealing with it effectively must be an important part of education.

Another very important aspect of conflict resolution is finding common goals and activities that "enemies" can work on together. "The Love Feast", an article in the N.E.A. Journal, September 1, 1971, shows how one very mature and sensitive teacher changed a fighting situation in a school by helping students develop various cooperative helping activities.

Group procedures, sensitivity training and laboratory method applied to interpersonal and group interaction give real promise of making conflict resolution an important and effective aspect of our school program. Counselors must not only know about this, they must become skilled participants.

One such example is called the Advisement Team Program at Kent State University High School (54). It is an attempt to use small group process with all professional people and students in the school. The purpose is to get everyone involved in some kind of relaxed interaction. Each professional person in the school, including administrators, is responsible for fifteen or twenty students. This includes all aspects of their educational experience. Time is scheduled for them to meet each week just to talk. This is much more difficult than ever imagined and takes much patience.

Some books which would be of help are the following: Schein, E. H. and Bennis, W.G. Personal and Organizational Change Through Group Methods: The Laboratory Approach, Wiley and Sons, New York, 1967. Benne, W. G., Benne, K. D., Chin, R. The Planning of Change Readings in Applied Behavioral Sciences, Holt, Rinehart and Winston, 1964. Lifton, Walter M. Working with Groups, John Wiley and Sons, Inc., New York.

SECTION VIII

Life Purpose

Present career counseling places special emphasis on aptitude, interest, income and availability of jobs. The rather silent but powerful values of our culture makes us all value as high a status as possible, a big income, ease of living and the nation state as ultimate value. These last three values are seldom discussed and clarified to any extent.

An increasing number of people are agreeing with Sarnoff in his book Society with Tears (65) that increasing trouble lies ahead for us unless we can begin to change these basic cultural values. Already inflation is causing real concern but it seems to be seldom realized that this came directly from the intense drive for more money, more income and more profit.

It is becoming increasingly clear that if we are to live happily and peacefully in the new automated one world, we must develop new values and life purposes. Thus vocational and career planning must involve life planning which pays attention to life purposes.

Vocational and career planning must include the need for control of population, pollution and hunger, and of course, world peace. Participation, sharing, conflict resolution and cooperative solution of common problems are essential in this planning.

One group that has been working on this problem of life purposes is the Union College Character Research Project, 10 Nott Terrace, Schenectady, N. Y. 12308. Dr. Lucie Barber, Co-chairman of the A.P.G.A. Peace Commission, is a member of the staff. Over a number of years they have been developing materials and using them with youth. Write to her for information about materials available.

There is no question that our great crisis in the world is a crisis in values and that the values of the nation and self-aggrandizement are simply not adequate for the age into which we are moving. These values are not only inadequate; they could easily destroy us.

If we make the right approach to our youth and treat them as participants in the search for new values and new life purposes, they will rise to the occasion and help develop purposes appropriate to the new age of one world. This area needs much more attention than it is getting.

Increasingly, the "need to be needed" is an absolute for health and sanity and our advanced technologies are constantly reducing this "need to be needed." This is especially true for youth and elders, but it is also likely to affect many of the "successful" ones. If this is true then life purposes must be linked directly with actions of helping, working on great world needs, and participation. This literally means a new form of education, community and dealing with our elders. Our youth can and will help.

SECTION IX

Lives for Peace

One way to find out more about world peace and about how to work for it is to read about the lives of great peace workers. Occasionally one can hear a great peace worker like Senator Fulbright on TV. Here is some information and the names of some books that should be of real help. One or two may be so important that you would like to purchase them.

For several of these persons such as Mahatma Gandhi there are many good books available; so look for other books on the person you are interested in, if you cannot find the ones listed here. Some are written for different grade levels in school.

Many will agree that the greatest peace worker of this century was Mahatma Gandhi of India. He applied fully the principles of non-violence, cooperation, and love to many very difficult problems. Every person seriously interested in world peace must learn about him. One very good paperback generally available is Louis Fisher's Gandhi (24). Gandhi's own book My Experiments with Truth (30) is also excellent. Don Torgerson has written a book entitled Gandhi (70) for the middle grades in school. Taya Zinkin has written The Story of Gandhi (83) for high school students.

Alan and Hanna Newcombe were successful research chemists in Canada who several years ago became more and more interested and concerned about world peace. They talked with friends, helped organize a group and now are giving full time to peace research. They are now a very important part of the world peace research movement. Their book Peace Research Around the World (51) was published in 1969. This group has also published a very challenging Peace Research Review by E. W. Russell, entitled "Christianity and Militarism" (63). Their group now performs the very important task of collating and publishing reviews of peace research from all over the world.

Senator J. W. Fulbright must also be listed as a great worker for peace through politics. He originated and helped establish the Fulbright International Study Program which has been successful for several years. His work for world peace as Chairman of the Senate Foreign Relations Committee has been and is outstanding. His book Old Myths and New Realities (28) gives good information about his work.

Dr. James Turpin, a few years ago, was a successful physician in southern California with a good practice and a good income. He and his wife and family became interested

in working with the poor. They found interested friends who wanted to help, an organization was formed, and funds were raised. Then Dr. Turpin bought a big junk, fixed it up for living quarters and a doctor's office and moved out in the midsts of the very poor boat people in Hong Kong. This work was not only successful but they now have other centers in Vietnam and Appalachia with a rather large group organized in support. Vietnam Doctor (71) and A Far Away Country (72) tell the story of his wonderful work.

Albert Einstein, one of the greatest mathematical scientists of this century has described his works and beliefs about peace and war in the book Einstein on Peace (20). He was very active for peace especially in his later years. Another of his books is quite helpful, Out of My Later Years (21).

Clarence Jordan, a very religious young man in the deep south, dreamed of peaceful cooperation and living between all groups and races. In spite of much opposition he started the Koinonia Farm where the principles of peace were fully applied. Many persons worked with him over the years and his work had a deep impact for good on the area and on many people. This story is told in Dallas Lee's book, Cotton Patch Evidence (43).

Dag Hammarskjold was Secretary-General of the United Nations. He was deeply interested and active for world peace, and a very effective leader for the United Nations. His book Markings (34) gives his basic beliefs and philosophy. Norman Richard's Dag Hammarskjold (60) tells the story of his life and is written for young people. Mr. Hammarskjold has been one of the great peace workers of this century.

Although he worked largely with racial and community problems, Martin Luther King was also an active peace worker and can be listed as such. His book, The Trumpet of Conscience (41) is excellent. Another book describing him and his work is All Men Are Brothers; A Portrait of Martin Luther King (16). Ed Clayton has written Martin Luther King; The Peaceful Warrior (12).

Albert Schweitzer was a good musician and physician. He decided to go to Africa where doctors were greatly needed. There he started a hospital at Lambarene. His work there has been so effective that it is known world-wide. One book which describes his work, written for young people, is by Kenneth Richard, and entitled Albert Schweitzer (59).

The Nobel Peace Prize is an annual award given to very effective workers for World Peace. The following book tells this story and lists a number of great peace workers: Hartha Pauli; Toward Peace; The Nobel Prizes and the Struggle for Peace (53). An extensive library on Peace is maintained by the Nobel Institute in Oslo, Norway.

Another helpful book in this area is this one: Paul Kresh; Power of the Unknown Citizen (42). This tells the stories of several common people who made distinct contributions to peace and a better world. It includes the story of the Negro woman who would not move back on the bus in Birmingham and started a big move toward desegregation.

Many other names could be added such as Henry Thoreau; Trygve Lye; U. Thant; A. J. Muste; and others.

Another way to study lives for peace is to get acquainted with persons in your own community who are putting in full time or are very active in constructive peace work. An increasing number of persons are doing this today. Often these persons are also working in the church, or education. The American Friends Service Committee has full time workers in many communities. Students interested in world peace can gain much and often be quite helpful by getting acquainted and possibly working with them.

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IN CONCLUSION AND LOOKING AHEAD

As indicated before, this is in no sense a finished product - it is a start in a new direction in guidance and career planning for the new age if there is to be one.

The information included here needs to be expanded and refined. Career pamphlets are needed for the new careers dealt with in Section III, and for other new and developing careers.

Leaflets are needed for many of our present career folders which give information as to what persons in those careers are now doing and what they can do for world peace. Somehow this very important area of working for world peace must get into our present career literature where it is now almost entirely ignored.

This Directory is one small effort to enlist youth in this very greatly needed struggle for world peace.